

**The University of Tennessee**  
**College of Social Work**  
**BSSW Program**  
**Fall 2003**

**SOCIAL WORK 412—Social Work Practice III**

<b>Professor:</b>	Matthew T. Theriot, Ph.D.	<b>Time:</b>	T/R 2:10-3:25pm
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**BSSW Program Mission**

The BSSW Program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained generalist social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing society. There is a focus on the reciprocal relationships between persons and their environments. Social workers are doers; they are problem-solvers who are able to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by a broad knowledge-base, code of ethics, and professional values. Social workers are educated and trained to do things right as well as to do the right thing.

The mission of the BSSW Program is to develop generalist social workers who are strategic thinkers, life-long learners, and opinion shapers. The knowledge-base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development and prepares students for critical thinking throughout their careers. We are dedicated to preparing practitioners for the challenges of the twenty-first century. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on-going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

**BSSW Program Goals**

Provision of education and training that enable students to become generalist social work practitioners who:

- \$ are committed to advancing social and economic justice and the principles, values, and ethics that guide the social work profession
- \$ are grounded in systems theory and operate within a person-in-the-environment framework
- \$ use the problem-solving process to intervene in multiple-level client systems
- \$ have an understanding of human diversity and special populations that informs practice interventions
- \$ use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing society
- \$ are committed to continuous development of professional self

**Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook ([www.csw.utk.edu](http://www.csw.utk.edu)).

**The Honor Statement**

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

**Disability Services**

If you need course adaptation or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at 974-6087. This will ensure that you are properly registered for services.

**Course Description**

Social Work Practice III (3) Generalist practice with emphasis on groups and communities, including treatment theories, techniques, and issues. Prerequisites: Full Progression and completion of or current enrollment in SW 416 and SW 480.

**Rationale**

Social Work Practice III is the third of three (3) required practice courses. This course is designed to help prepare students for entry-level social work practice. The focus on working with small groups and larger social systems will expand the foundation of students' knowledge and skills, enabling graduates to apply a broad range of practice interventions in social work settings.

**Course Objectives**

Upon completion of this course students are expected to be able to:

1. Demonstrate the basic knowledge required for assessment, planning, intervention, and evaluation of small group interventions;
2. Demonstrate the basic skills needed for leading small groups;
3. Demonstrate the basic knowledge required for assessment, planning, intervention, and evaluation of community-level interventions;
4. Demonstrate knowledge of diversity found in communities and an awareness of the factors that limit or oppress groups of people in communities;
5. Communicate knowledge effectively in verbal and written form;
6. Demonstrate an understanding of the influences of socio-economic characteristics – of clients and social workers—on social work service delivery;
7. Demonstrate understanding of the role that social and personal power plays—and the potential for its abuse—in social work service delivery;
8. Identify other potential ethical conflicts for social workers—such as client self-determination versus the “directiveness” of the social worker.

## **Course Requirements**

### **I. Readings**

In addition to the required texts identified in this syllabus, students will also be expected to read professional journal articles and research literature. These readings are on reserve in the University Library and on digital reserve (available through the library's website).

### **II. Assignments and Evaluation**

- A. **Community Service Project:** In small groups, students will work together to complete a project designed to improve the community. Examples of this project include advocacy, mentoring, or fundraising activities. *The course instructor must approve all projects in order for students to receive full credit.* Each individual group member is also required to write a paper integrating group experiences with course content. Specific guidelines for the project will be discussed in class. Specific guidelines for the paper will be discussed and distributed in class later in the semester.
- B. **Senior Research Project:** Each student will begin a field agency-based research project to be completed in the spring semester. During the course of this semester, each student will work with their field agency supervisor and the course instructor to develop a research question, design the proper research methodology to address this question, compile a concise review of the existing literature on this topic, and begin data collection. The project must be finished in time to be presented at the University Research Fair in April 2004. *The course instructor must approve all research projects.* The project will be discussed in class and specific guidelines for each assignment will be distributed in class.
- C. **Examinations:** There will be a final examination on December 11, 2003.
- D. **Attendance and Participation:** Students are expected to be in attendance at each class and to be prepared to discuss assigned topics and readings.

### **The course grade will be computed as follows:**

Community Service Project...	40%
Community Service Activity	(20%)
Group Assessment Paper	(20%)
Senior Research Project...	35%
Literature Review (Due September 16)	(10%)
Research Question (Due September 23)	(10%)
Methodology (Due October 7)	(15%)
Final Examination...	20%
Class Attendance and Participation...	5%

**The grading scale for SW 312 is:**

A	90-100	C	70-75
B+	86-89	D	60-69
B	80-85	F	59 and below
C+	76-79		

**Required Texts:**

Kirst-Ashman, K. & Hull Jr., G. (2001). Generalist Practice with Organizations and Communities, 2<sup>nd</sup> Edition. Pacific Grove, CA: Brooks/Cole.

Westerfelt, A. & Dietz, T. (2001). Planning and Conducting Agency-Based Research, 2<sup>nd</sup> Edition. Boston, MA: Allyn and Bacon.

Zastrow, C. (2001). Social Work with Groups: Using the Class as a Group Leadership Laboratory, 5<sup>th</sup> Edition. Pacific Grove, CA: Brooks/Cole.

**Class Schedule and Readings****Introduction****August 21, 2003****The Mezzo System****August 26:**Zastrow, Social Work with Groups, pp. 2-25Westerfelt & Dietz, Planning & Conducting...., pp. 9-36**August 28:**Zastrow, Social Work with Groups, pp. 27-54Schwartz, W. (1985/86). The group work tradition and social work practice. Social Work with Groups, 8, 7-28.**September 2:**Zastrow, Social Work with Groups, pp. 56-79Westerfelt & Dietz, Planning & Conducting...., pp. 37-64Davis, L., Galinsky, M., & Schopler, J. (1995). RAP: A framework for leadership of multiracial groups. Social Work, 40 (2), 155-165.**September 4:**Zastrow, Social Work with Groups, pp. 130-169**September 9:**Zastrow, Social Work with Groups, pp. 80-108Schopler, J., & Galinsky, M. (1981). When groups go wrong. Social Work, 26, 224-229.**September 11:****Senior Research Project Class Discussion**

- September 16:** Zastrow, Social Work with Groups, pp. 109-128  
 Anderson, J. (1992). Family-centered practice in the 1990s: A multicultural perspective. Journal of Multicultural Social Work, 1, 17-30.  
 Ball, S. (1994). A group model for gay and lesbian clients with chronic mental illness. Social Work, 39, 109-115.  
 Chau, K. (1992). Needs assessment for group work with people of color: A conceptual formulation. Social Work with Groups, 15, 53-66.  
 Gutierrez, L. (1990). Working with women of color: An empowerment approach. Social Work, 35, 149-153.  
 Gutierrez, L., & Ortega, R. (1991). Developing methods to empower Latinos: The importance of groups. Social Work with Groups, 14, 16-32.  
 Robinson, K. (1991). Gay youth support groups: An opportunity for social work intervention. Social Work, 36, 458-459.

**[LITERATURE REVIEW DUE BY 4PM TODAY]**

- September 18:** Zastrow, Social Work with Groups, pp. 170-216  
 Westerfelt & Dietz, Planning & Conducting...., pp. 65-134
- September 23:** Zastrow, Social Work with Groups, pp. 243-282

**[RESEARCH QUESTIONS DUE BY 4PM TODAY]**

- September 25:** Zastrow, Social Work with Groups, pp. 283-366
- September 30:** Zastrow, Social Work with Groups, pp. 527-538  
 Westerfelt & Dietz, Planning & Conducting...., pp. 135-156

**The Macro System**

- October 2:** Zastrow, Social Work with Groups, pp. 217-242
- October 7:** Kirst-Ashman & Hull, Generalist Practice with...., pp. 1-42

**[METHODOLOGY DUE BY 4PM TODAY]**

- October 9:** Kirst-Ashman & Hull, Generalist Practice with...., pp. 43-122
- October 14:** Kirst-Ashman & Hull, Generalist Practice with...., pp. 123-164

- October 16:** **FALL BREAK (No Class)**
- October 21:** Kirst-Ashman & Hull, Generalist Practice with...., pp. 165-220  
Westerfelt & Dietz, Planning & Conducting...., pp. 157-180
- October 23:** Kirst-Ashman & Hull, Generalist Practice with...., pp. 221-254
- October 28:** Kirst-Ashman & Hull, Generalist Practice with...., pp. 255-292
- October 30:** **No Class;** Please use this time to meet with your Community Service Project group
- November 4:** Kirst-Ashman & Hull, Generalist Practice with...., pp. 293-320
- November 6:** Kirst-Ashman & Hull, Generalist Practice with...., pp. 321-350
- November 11:** Kirst-Ashman & Hull, Generalist Practice with...., pp. 351-384
- November 13:** Kirst-Ashman & Hull, Generalist Practice with...., pp. 385-424
- November 18:** Kirst-Ashman & Hull, Generalist Practice with...., pp. 455-500
- November 20:** Kirst-Ashman & Hull, Generalist Practice with...., pp. 501-522
- November 25:** Community Service Project Presentations and Discussion Today
- November 27:** **THANKSGIVING (No Class)**
- December 2(Last Day of Class): In-Class Review**
- December 11:** **FINAL EXAMINATION (12:30-2:30pm)**

**Additional Recommended and Suggested Readings**

Anderson, J. (1997). Social Work Groups: A Process Model. White Plains, NY: Longman.

Davis, L., & Proctor, E. (1989). Race, Gender, and Class: Guidelines for Practice with Individuals, Families, and Groups. Upper Saddle River, NJ: Prentice-Hall.

Ho, M. (1987). Family Therapy with Ethnic Minorities. Newbury Park, CA: Sage.

Lukes, C., & Land, H. (1990). Biculturality and homosexuality. Social Work, 35, 155-161.

Lum, D. (2004). Social Work Practice with People of Color: A Process-Based Approach, 5<sup>th</sup> Edition. Belmont, CA: Brooks/Cole.

Morrow, D. (1993). Social work with gay and lesbian adolescents. Social Work, 38, 655-660.

Toseland, R., & Rivas, R. (1995). An Introduction to Group Work Practice, 2<sup>nd</sup> Edition. Boston, MA: Allyn and Bacon.